DOCUMENT RESUME

ED 149 740 IR 005 548

AUTHOR	Daniel, Evelyn H.; Ely, Donald P.
TITLE	A Process for Developing a Competency Based Educational Program for Media Professionals.
INSTITUTION	Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	IR-17
PUB DATE	77
CONTRACT	NIE-R-76-0027
NOTE	71p.
AVAILABLE FROM	Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($3.00)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Educational Development; *Graduate Study; Group Dynamics; Instructional Technology; Interaction Process Analysis; Library Education; *Media Specialists; *Performance Based Education; Program Descriptions; Program Design; *Program Development; Program Planning

ABSTRACT

This document describes the process by which a consortium of media professionals was brought together to develop a graduate level, competency based, educational program for school media specialists. It is divided into four sections: (1) process description of program design, (2) competencies for the school media specialist, (3) an annotated bibliography on competency based education, and (4) an appendix including a conceptualization of the media professional, admission requirements and procedures, a course by course competency matrix, a program evaluation process, and a list of consortium members. This document is intended to serve as a guide for academic programs and state departments of education about to embark on a similar task. (Author/STS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149740

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PROCESS FOR DEVELOPING A COMPETENCY BASED EDUCATIONAL PROGRAM FOR MEDIA PROFESSIONALS

by
Evelyn H. Daniel
and
Donald P. Ely
with
A Selected, Annotated Bibliography
by
Faith Stein

ERIC Clearinghouse on Information Resources
Syracuse University
1977

IR005-448

Evelyn Daniel is an Associate Professor in the
School of Information Studies, Syracuse University

Donald P. Ely is a Professor in the Area of Instructional
Technology, School of Education, Syracuse University

Faith Stein is a student in the doctoral
program in the Area of Instructional Technology,
School of Education, Syracuse University

The material in this publication was prepared pursuant to contract with the National Institute of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, this document was submitted to a select group of practicing media professionals for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the reviewers or the National Institute of Education.

Prepared under Grant No. NIE-R-76-0027.

TABLE OF CONTENTS

	Page
Introduction	1
Part I	
Program Design and Methodology	3
Description of the Process	7
Figure 1: Proposed Composition of the Consortium.	5
Figure 2: Working Schedule for Consortium Members	8
Figure 3: Agenda for the Second Meeting.	11
Figure 4: Agenda for the Third Meeting	13
Figure 5: Agenda for the Fourth Meeting.	15
Figure 6: Agenda for the Final Meeting	17
Figure 7: Fall Plans for Submission to State Education Department.	19
Part II	
Competencies for the School Media Specialist	21
Part III	
A Selected, Annotated Bibliography on Competency Based Education	25
Part 1. Theoretical Overviews	26
Part 2. Competencies	27
Part 3. Specific Issues in CBE.	28
Part 4. Issues in Assessment	32
Part 5. Existing CBE Programs	34
Part IV	
Appendices	
Teacher Education Program Proposal, New York Education Department.	A- 1
Conceptualization of the Media Professional.	A-21
Admission Requirements and Procedures.	A-22
Student Guidance and Assessment Procedures	A-24
Course-by-Course Competency Matrix.	A-26
Program Evaluation Process	A-27
Members of the Consortium for Developing a Competency Based Education Program for Media Specialists.	A-31

INTRODUCTION

One of the charges to ERIC Clearinghouses is to analyze issues and trends in their scope of interest, and to disseminate that information. One such trend is the development of competency based professional education in the preparation of media professionals--librarians, media specialists, and educational technologists. Several states have established competency based certification requirements while others are in the process of developing such programs.

The process for developing a competency based program for the preparation of media professionals is rarely recorded. A search of the present ERIC data base uncovered only one report which speaks directly to this issue. Therefore, it seemed important to prepare this report for inclusion in the ERIC system based on an actual case study.

Of particular importance is the documentation of the actual process by which a consortium of media professionals is brought together to develop a competency based program and to report the results of the effort. Such documentation can serve as a model for academic programs and state departments of education who are about to embark on this process.

During 1977 the Area of Instructional Technology in the School of Education and the School of Information Studies at Syracuse University created and carried out a plan for the development of an integrated competency based program for the preparation of media professionals in response to a mandate from the New York State Education Department that such a competency based program would be in operation by 1980. The plan and process are presented in this monograph. It documents, perhaps, for the first time, how a group of media professionals were organized to develop a competency based program and the results of their deliberation. It may serve as a guide for others.

This monograph is organized in four parts:

Part I - The program design and methodology: Description of the process.

Part II - Competencies for the School Media Specialist.

Part III - An annotated bibliography on competency based education.

Part IV - An appendix of selected documents related to the process.

The organization and coordination of the effort was under the leadership of Evelyn H. Daniel and Donald P. Ely. The substantive

contributions of the process were made by members of the consortium, whose names are listed in the Appendix. The annotated bibliography was written by Faith Stein.

Evelyn H. Daniel

Donald P. Ely

Syracuse, N.Y.

December 1977

PROGRAM DESIGN AND METHODOLOGY

INTRODUCTION. An integrated, unified, rigorous, competency-based educational program for media specialists was the goal agreed to by the Area of Instructional Technology, School of Education and the School of Information Studies. A team of two faculty members -- Donald P. Ely of the Area of Instructional Technology and Evelyn H. Daniel from the School of Information Studies -- examined the strengths of both schools in the areas pertinent to the new program, studied the New York State guidelines for teacher educational program proposals (included in the Appendix), and developed a working plan to achieve the goal.

During the initial planning stage, it was agreed:

1) that practicing public school professionals should be involved in a consortium charged with determining the content and the structure of the program,

2) that local professionals should be selected from a wide range of positions, levels, and geographic surroundings,

3) that these professionals should be chosen so that they could be considered representative of the total state and national picture,

4) that the program should be designed such that there would be minimum dislocation within the two schools and the University (that is, present strengths would be maximized),

5) that maximum flexibility for students should be an important consideration, and

6) that the program should be viewed organically, which is to say that the end product should be considered a best first attempt with the understanding that ongoing evaluation and modification of the program be an accepted fact.

A consortium seemed a logical vehicle for developing the new program. Following the decision to form a consortium, planning centered around two major aspects -- representation and the structure of the collaborative process.

REPRESENTATION. The team agreed (1) that representation should extend to as many of the surrounding school systems as possible and that rural, suburban and urban settings should be included; (2) that representatives should be chosen from administrators and teachers; (3) that both school library media specialists and educational communications personnel[1]

[1]In New York State, media professionals in the schools usually include persons who were prepared as school librarians or as audiovisual (educational technology) specialists. The latter group is called educational communications.

should be members in approximately equal numbers; (4) that all levels of education should be included -- elementary, secondary, system, regional, state, and national; (5) that professional associations of school librarians and educational communications specialists, although possibly already represented in other categories, should be represented in their own right; (6) that graduate students from both the School of Information Studies and the Area of Instructional Technology should be included; (7) that faculty representatives should include, in addition to the planning team, two faculty members who would represent the interests of the School of Information Studies and the Area of Instructional Technology respectively; and finally, (8) that a reasonable balance of these various interests should be selected so that the consortium could be considered truly representative.

The team further agreed that the actual section of consortium members should be placed in the hands of responsible agencies once the kinds of representatives desired were identified. The proposed composition of the consortium, showing the positions desired and the selecting agency chosen, is shown in Figure 1.

INITIAL PLANNING STAGE: STRUCTURING THE COLLABORATIVE PROCESS. Much discussion concerned the most appropriate method of defining and dividing the tasks to be performed so that maximum advantage of the strengths of each sector could be realized. Great effort was placed on creating channels whereby the first hand practical knowledge of media specialist needs as viewed from the various perspectives could be collected, discussed, and incorporated into the structure of the new program. It seemed reasonable that the planning team would provide the initial framework, supply some background material, set the agendas, summarize and edit the work of the consortium, chair the meetings as neutrally as possible, and act as general coordinators and organizers.

An overall task analysis resulted in the division of the problem into a series of four major tasks:

(1) Development of a conceptualization of the role of the media specialist
(2) Identification and agreement on the competencies required to assume that role
(3) Development of the educational packaging and administrative mechanisms to translate the competencies identified into a viable program
(4) Development of an organizational framework for continuing program evaluation and modification by representatives from the field in collaboration with faculty representatives.

The time of the members was considered to be the most precious resource of the consortium and careful attention in the initial planning stage was given to insure that a realistic estimate of the time required to share ideas and to reach agreement on each of these various components was provided. The team decided that given dedicated people the work on

COMPETENCY-BASED MEDIA SPECIALIST EDUCATIONAL PROGRAM
FOR SYRACUSE UNIVERSITY

Proposed Composition of Consortium

Selecting Agency	Position Requested
New York State Department of Education, Bureau of School Libraries	Representative from Bureau of School Libraries
Board of Cooperative Educational Services, Onondaga-Madison County	Administrator with responsibility in area of instructional technology
Board of Cooperative Educational Services, Oswego County	1) District Superintendent 2) Administrator with responsibility in area of instructional technology
Teaching Center, Syracuse City School District	Elementary Media Specialist
Teaching Center, Jamesville-DeWitt School District	Administrator
Teaching Center, West Genesee School District	1) Elementary Media Specialist 2) SU faculty/administrator of Teaching Center
Syracuse City School System	1) Administrator with responsibility for school libraries 2) Elementary Classroom Teacher 3) High School Media Specialist
Suburban High Schools (2) (Random selection from Liverpool, Fayetteville-Manlius, North Syracuse, East Syracuse-Minoa, West Hill)	1) District-Level Media/Educational Communications Specialist 2) High School Classroom Teacher
Lafayette School District	Administrator
Rural Schools (1) (Random selection from Solvay, Baldwinsville, Fabius-Pompey, Jordan-Elbridge, Marcellus, Onondaga, Skaneateles, Tully)	High School Media Specialist

Figure 1

Proposed Composition of Consortium - page 2

Onondaga-Oswego School Library Association (OOSLA)	Media Specialist (Library)
Central New York Educational Communications Association (CNYECA)	Media Specialist (Educational Communications)
Syracuse University, Area of Instructional Technology, College of Education	1) AIT Faculty Member 2) AIT Faculty Member 3) AIT Student 4) Graduate Assistant
Syracuse University, School of Information Studies	1) IST Faculty Member 2) IST Faculty Member 3) IST Student 4) IST Administrative Assistant

Overall Representation on Consortium by Type of Position

1	State Education Representative
6	Administrators (1 superintendent, 2 with instructional technology responsibility, 1 with school library responsibility, 2 unspecified)
2	Classroom Teachers (1 elementary, 1 secondary)
7	Media Specialists (2 elementary, 2 secondary, 1 district-level, and 1 libary, 1 educational communications from any level)
5	Syracuse University Faculty (1 Teaching Center representative, 2 from AIT, 2 from IST)
2	Master's Degree Students (1 from AIT, 1 from IST)
2	Administrative Assistants (1 from AIT, 1 from IST)
24	TOTAL

Figure 1 (Continued)

these tasks could be accomplished with two evening meetings, three full working-day sessions, and some twenty to thirty hours of individual work. To that end, a working schedule was created, dates selected, and a preliminary and tentative agenda set up for each of the working sessions. Figure 2 shows this preliminary schedule.

The team decided to use part of the budget to buy two books for each consortium member -- one a well-researched general introduction to the issues and problems involved in the development of competency-based programs[2] and the other a recent attempt to bring together most of the current research in the library media field and the field of instructional technology on the identification of appropriate competencies and to create for these competencies a series of possible methods for obtaining them plus specific bibliographies amplifying the process further.[3] In addition, Faith Stein developed a selected, annotated bibliography on competency-based instruction for distribution at the first meeting with instructions on how to request copies of any item of interest.[4]

As there were no funds available to pay any of the Consortium members for their time and energy, it was decided further to use another portion of the budget to provide a dinner for the initial and the final meetings of the Consortium to show a token amount of appreciation for their efforts.

This completed the initial planning stage. The implementation process followed this plan rather closely. The actual process is described below.

DESCRIPTION OF THE PROCESS

Selection of the Consortium Members

For each designated agency (see Figure 1) the name and address of the agency was obtained and a personal letter sent to him or her describing the purpose of the Consortium, identifying the desired type of person, outlining the time commitment required, requesting his or her assistance in selecting an appropriate person and requesting released time for three working days during the spring 1978 semester. A copy of the preliminary schedule (see Figure 2) with the dates requested was enclosed. The letter ended with an offer to come in person or to discuss the proposal further over the telephone.

---

[2]Gene E. Hall and Howard L. Jones, Competency-Based Education; A Process for the Improvement of Education (Englewood Cliffs, N.J.: Prentice-Hall, 1976.

[3]Margaret E. Chisholm and Donald P. Ely, Media Personnel in Education; A Competency Approach (Englewood Cliffs, N.J.: Prentice-Hall, 1976).

[4]This selected, annotated bibliography, with some expansion is included as Part 3 of this monograph.

COMPETENCY-BASED MEDIA SPECIALIST EDUCATIONAL PROGRAM
FOR SYRACUSE UNIVERSITY

Working Schedule for Consortium Members

Spring 1977

Sunday, Jan. 9, 1977, 6:30-9:30 P. M. DINNER MEETING
Agenda: Description of Overall Task and Future Orientation
Distribution of Packages of Material
Assignment of First Task - Overall Role
Definition of the School Media Specialist

Friday, Jan. 21, 1977, 9:00-4:00 ALL DAY MEETING
Agenda: Dimensions of Definitions
Preliminary Agreement on Broad Inclusive Role Definition
Generation of Specific Skills, Knowledges and Attitudes in Nominal Groups

Interval:
*AIT/IST group lists into broad functional areas, develop a questionnaire for pilot testing by mail with Consortium members.
Revised questionnaire asking for priorities and suggestions distributed broadly.
*AIT/IST analyze information from questionnaires.
Packet of information about assessment procedures mailed to Consortium members.

Friday, Mar. 18, 1977, 9:00-4:00 ALL DAY MEETING
Agenda: Review of Questionnaire Responses
Major functions with Skills, Knowledges, and Attitudes within each Functional Area Discussed for Final Approval.
Generation of Assessment Possibilities for Skills, Knowledges and Attitudes in Nominal Groups

Interval:
*AIT/IST use information to put together a tentative instructional program.
Program mailed to Consortium members.

Figure 2

Working Schedule for Consortium Members - page 2

Friday, Apr. 22, 1977,[1] 9:00-4:00 ALL DAY MEETING
Agenda: Critique of Program
Discussion and Suggestions for Feedback Mechanism
Possible Election of Board of Governors

Interval:
*AIT/IST incorporate suggested revisions into program proposal for submission to Albany.

Sunday, May 8, 1977,[2] 6:30-9:30 P. M. DINNER MEETING
Agenda: Presentation of Final Program Proposal

*AIT = Area of Instructional Technology, College of Education, Syracuse University

*IST = School of Information Studies, Syracuse University

---

[1]Date later changed to April 29, 1977

[2]Date later changed to May 15, 1977

Figure 2 (Continued)

The initial letters were followed by many telephone calls and a few personal interviews. This process resulted in the identification of twenty-four prospective Consortium members.

The First Meeting

A welcoming letter went out to the twenty-four prospective members giving details of the first meeting, a brief agenda, and general background information. A copy of the "Teacher Education Program Proposal" from the New York State Education Department was enclosed as a study document.[5]

Two teachers declined the invitation to participate in the work of the Consortium, which meant that there was only one teacher member. One additional school media specialist (educational communications) was added. Otherwise the membership of the Consortium was as planned.

Twenty people attended the first meeting. Dean Burt Blatt of the School of Education and Dean Robert Taylor of the School of Information Studies were invited guests and spoke briefly following the dinner describing the need for and the dangers inherent in developing competency-based educational programs. The purpose of the Consortium was discussed and a general perspective on the implications of the competency-based approach was provided. The resource material which was distributed to all members was described and the work ahead outlined. A brief role definition task was assigned as an initial involvement activity. A second task more formally requesting individual role definitions of the school media specialist was assigned.

The Second Meeting

The three day-long working sessions all took place in the local BOCES Curriculum Resource Center. The convenience and the pleasant surroundings contributed to the success of the Consortium to no small degree.

An agenda outlined the day's activities (See Figure 3) and was closely followed. A summary of the components of the media specialist's role as provided by the members at the January 9 meeting was presented. From this and the individual definitions, some role dimensions emerged:

The Media Specialist as Manager
The Media Specialist as Designer
The Media Specialist as Evaluator
The Media Specialist as Organizer
The Media Specialist as Communicator

---

[5]This document included in the Appendix.

COMPETENCY-BASED MEDIA SPECIALIST EDUCATIONAL PROGRAM
FOR SYRACUSE UNIVERSITY

Agenda for the Second Meeting (All-Day Session)

9:00 - 9:15 Coffee
Pick up name tags
Sign up for one of five group work sessions
A - The Media Specialist as Manager
B - The Media Specialist as Designer
C - The Media Specialist as Organizer
D - The Media Specialist as Evaluator
E - The Media Specialist as Communicator

9:15 - 10:30 General Role Definition of the School Media Special
Presentation of Role Components developed by Consortium at Jan. 9 meeting
Analysis of Dimensions of Submitted Definitions
Discussion and Tentative Consensus (we hope)

10:30 - 10:45 Break
Reconvene in Designated Groups

10:45 - 11:40 Group Tasks
Group Selects Spokesman
Each group member writes a minimum of 10 competencies in selected area - one to a card
Each group member assigns priority order to his/her competencies
Group discusses and compiles a complete list
Group selects the 5 or 6 most important

11:40 - 11:45 Sign up for different group for PM work session

11:45 - 1:15 Lunch

1:15 - 2:15 Group Tasks
Same as above
Spokesman should not be someone chosen by morning group

2:15 - 2:30 Break
Pairs of spokesmen compare notes

2:30 - 3:45 Presentation of Group Selections and Discussion

3:45 - 4:00 Decisions about Questionnaire Development
May we list you as resource people?

Figure 3

Using these five roles as convenient starting categories, work groups of four or five members gathered to analyze each role. Each group member wrote a number of competencies for the role, assigned them some priority order, shared and compared them with those of other group members, and then pooled them, selecting the five or six most important competencies. A spokesperson was chosen for subsequent presentation to the total Consortium.

The task was repeated with each person selecting a second different role area. Spokespersons for each role met and compared notes. They then presented their lists of competencies to the entire group for discussion.

The conceptualizations completed by the Consortium members were compiled and distributed to the members with instructions to review and return before the next meeting.

The Third Meeting

A major mailing went to all Consortium members in preparation for the third meeting. Each person received a new membership list, an amalgam of the conceptualized definitions derived from the members' inputs with a questionnaire for structured feedback, the list of competencies generated by the work groups with an analysis of these competencies compared to the Chisholm/Ely (1976) competencies, and a questionnaire for structured feedback.

It was requested that the two questionnaires be completed and returned by mail so that responses could be compiled and presented at the third meeting.

The third meeting began in plenary session (see Agenda, Figure 4) to consider first the conceptualization and then the list of competencies. A summary analysis of the questionnaires was made available, a revised conceptualization and a set of discussion questions were used as amplified agenda. The Consortium agreed that the conceptualization had to be a statement of philosophy describing the idealized role. This agreement provided the desired future orientation.

The Consortium then turned to consider the competencies. Two additional documents were provided for study -- one the competencies from the American Library Association Certification Model for Professional Media Personnel,[6] and the other a statement of the four functions of the media program from the professional standard, Media Programs: District and School.[7] A set

[6]American Association of School Librarians, American Library Association, Certification Model for Professional Media Personnel (Chicago: ALA, 1976), pp. 10-17.

[7]American Association of School Librarians, ALA and Association for Educational Communications and Technology. Media Programs: District and School (Chicago: ALA and Washington, D. C.: AECT, 1975), pp. 6-9.

CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED
EDUCATION PROGRAM FOR MEDIA SPECIALISTS

Agenda for the Third Meeting

9:00 - 9:15 Coffee. Name tags. Pick up Summary Analysis.

9:15 - 9:30 Announcements
CHANGE OF DATES:
April 29, 1977, not April 22 for last all-day Consortium meeting.
May 15, 1977, not May 8 for final dinner meeting.
OOSLA/CNYECA MEETING - March 31, 1977

9:30 - 10:30 Plenary Session -
CONSIDERATION OF CONCEPTUALIZATION

10:30 - 10:45 Break

10:45 - 11:45 Plenary Session -
CONSIDERATION OF COMPETENCIES

11:45 - 1:15 LUNCH - Please consider the following question over lunch:

How much 'legitimacy' (acceptance of conceptualization and list of competencies) from profession and from faculty colleagues, from administrators, supervisors, etc. is required? How much can we assume that the Consortium is indeed representative? If more is needed, how will we go about it in cost (esp. time) - effective way?

1:15 - 2:45 Convene in Small Groups -
BRAINSTORMING FOR IDEAL EDUCATION PROGRAM

Group 1: Admission Requirements and Procedures
Group 2: Student Guidance and Record-Keeping System
Group 3: Internships/Field Work Requirements and Procedures
Group 4: Course Work Requirements and Procedures

2:45 - 3:30 Group Reports and General Discussion

3:30 - 4:00 Consideration of Luncheon Question
Future Tasks:
Analysis of Present Educational Program
Comparison to Ideal Program
Consideration of Necessary Changes

Figure 4

of discussion questions with additional information from several other sources was also distributed. The Consortium made major progress in incorporating several sections of the ALA document by revising some of the existing competencies.

The Consortium discussed the problem of visibility of the work. Ways and means of presenting it to as wide a group as possible for feedback and suggestions were proposed. A progress report for the March issue of the CNYECA Newsletter was written with an announcement that the draft documents would be presented at a joint meeting of OOSLA and CNYECA.[8]

During the afternoon session the Consortium divided into four groups to discuss (1) admission requirements and procedures, (2) student guidance procedures and record-keeping systems, (3) internships and field work requirements and procedures, and (4) course work requirements and procedures. Group reports were presented and general discussion took place.

The Fourth Meeting

Another mailing went out to Consortium members emphasizing the six tasks that remained to be accomplished:

1) Reach agreement on the conceptualization
2) Reach agreement on the set of competencies
3) Specify the required levels of mastery, conditions and assessment procedures for all competencies
4) Determine criteria for admission to the program
5) Specify student guidance procedures
6) Develop a plan for continuous monitoring, evaluating, and modifying the program.

Items distributed included:

1) Second draft versions of the conceptualization and the list of competencies
2) First drafts based on the work done in the third meeting on mastery level requirements and assessment procedures for competencies
3) A statement of criteria for admission to the program
4) A statement of student guidance procedures with the program of study form currently used for advisement of school media specialists at the School of Information Studies
5) A course-by-competency matrix identifying selected courses from the Area of Instructional Technology and the School of Information Studies and showing in matrix form which courses would provide opportunities to attain and demonstrate which competencies (See Appendix)
6) A proposed student record form to show competencies attained
7) A plan for continuing modification, evaluation, and monitoring of the program, and
8) A questionnaire to elicit preferences for work group assignment at the next meeting.

---

[8] Onondaga and Oswego (County) School Library Association; Central New York Educational Communications Association.

CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED
EDUCATION PROGRAM FOR MEDIA SPECIALISTS

Agenda for the Fourth Meeting

9:00 - 9:15	Coffee. Name tags. Sign up for group work.
9:15 - 9:30	Overview of Day's Tasks and Expectation of Accomplishments
9:30 - 10:30	Work on Assessment Levels and Methods Review of Competencies
10:30 - 10:45	Break
10:45 - 11:45	Review of Group work on Morning Tasks Plenary Session for discussion.
11:45 - 1:15	LUNCH
1:15 - 2:30	Group work on other tasks
2:30 - 3:30	Presentation of Group Deliberations
3:30 - 4:00	Discussion of Future Plans

Figure 5

At the fourth meeting (See agenda, Figure 5), the Consortium members were again assigned to work in groups based on their stated preferences. The first work groups attempted to specify required levels of mastery for each competency within one of the seven functional areas -- Administration, Design and Instruction, Selection of Media, Information Retrieval and Logistics, Production, Evaluation and Research, Communication and Leadership.

The five main component areas of the new educational program were examined next: the Conceptualization, the List of Competencies, the Criteria for Admission, the Student Guidance Procedures, and the Plan for Continuous Monitoring, Evaluating and Modifying the Program. Each individual had an opportunity to examine and make substantive as well as editorial suggestions for two selected areas.

Since final agreements could not be reached at this meeting, a task force was established to consider the key issues and to prepare recommendations for the fifth (and final) meeting.

Task Force Meeting

Seven people were elected to serve on the Task Force -- the two AIT and IST coordinating faculty members, two BOCES Curriculum Resource Center directors who could most broadly represent the views of practicing library media specialists and educational communications directors, a student from Information Studies, a junior high school principal, and a high school media specialist.

A particular problem had been the specification of levels of mastery for each competency, the specification of acceptable forms of demonstration and conditions under which demonstration would be performed. From the working papers it became clear that the Consortium members were generally agreed that any competency would be attained in a variety of ways although often a preferred mode was specified. They also agreed that many methods of demonstration of competency attainment would be acceptable. There was no consensus on the preferred conditions or methods of demonstration however. One person's preference was another one's reject. Finally, there was little consistency on the level of mastery to be attained; each group seemingly operated from a different base of assumptions.

The Task Force decided it would be best to allow the spectrum of conditions and demonstrations for each competency. Information as to actual condition and method of demonstration would be collected from each student during the first year of the program's operation. These data would provide a knowledge base for more specific definition of these requirements in the future. The Task Force also decided that although the students should again indicate level of mastery achieved for each competency, the program should only require competence with no comparative qualifiers.

The Task Force agreed that many of the seemingly diverse issues (priority, degree of mastery, specialization) among the Consortium could

CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED
EDUCATION PROGRAM FOR MEDIA SPECIALISTS

Agenda for Final Meeting

6:30 Pick up packets. Sign official signature sheet. Cash bar.

7:30 Dinner

8:30 Business meeting.

1. Nominations. (Daniel)
2. Task Force report. (Ely)
3. Request for formal approval. (Ely)
   a. Acceptance of Conceptualization
   b. Acceptance of Competencies
   c. Acceptance of Admission Criteria
   d. Acceptance of Student Guidance Procedures
   e. Acceptance of Task Force recommendations on Assessment
   f. Acceptance of Monitoring System
4. Plans for Fall. (Daniel)
5. Question: Should full Consortium or Governing Council meet in fall for final review and approval? (Daniel)
6. Election of Governing Council. (Daniel)
7. Other Business? (Daniel)

9:45 Concluding Remarks. (Ely)

Figure 6

be resolved by addressing them in the conceptualization. One member undertook the task of revising it to include attention to these matters. Recommendations for other changes in the competencies, the admission procedure, the student guidance procedure, and the evaluation plan were examined. The Task Force gave a qualified approval to the proposed changes and delegated to the coordinator the task of revising and rewriting these documents to bring them into accord with the Consortium views.

Revised documents were circulated to all Task Force members, discussed over the telephone and in person. A report of the Task Force deliberations was written for the full Consortium with the recommendation that a formal vote of approval be taken on each of the five major elements of the plan -- the Conceptualization, the admission requirements, the competencies, the student guidance procedures, and the program evaluation and monitoring system.

Final Meeting

The full Consortium convened for a final dinner-evening meeting to receive and consider the Task Force report (See agenda, Figure 6). The final forms of the conceptualization, competencies, admission criteria, student guidance procedure, assessment recommendations, and the evaluation and monitoring system were presented. Each document was taken up separately, discussed and put to a formal vote. With minor changes, all components were accepted unanimously. (For the final form, see Appendix of this document.)

A calendar of plans calling for AIT and IST faculty presentations and approval, a final review by the Consortium or their representatives, the submission of the proposal to the State Education Department, and preparation for full implementation of the program was presented. (See Figure 7)

The last item of business was the election of a Governing Council. The Council consists of five members -- at least one building level media specialist, one district or regional level media specialist, one school administrator. In addition, one representative from the State Education Department Bureau of School Libraries selected by that body and faculty and student representatives in equal proportions from the School of Information Studies and the Area of Instructional Technology make up the remainder of the Council.

Following closure on deliberations, the members signed a sheet indicating their support for and agreement to the final form of the competency-based educational program for school media specialists at Syracuse University.

CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED
EDUCATION PROGRAM FOR MEDIA SPECIALISTS

Fall Plans for Submission of Program to State Education Dept.

May 20: Circulate to all AIT and IST faculty the approved set of competencies with a memo asking them to:
1) review the competencies
2) specify any of their courses which would benefit the prospective media specialist,
3) indicate which competencies could be attained for each course specified.

Sept. 1: Contact personally all faculty who have not responded to memo and work with them to obtain complete information on courses presently available to students.

Sept. 1 -15: Review course-by-competency matrix and revise with faculty input.

Write descriptive section on "Involvement of Pertinent Agencies" describing the selection and work of the Consortium.

Blend all program elements into format required by the State Education Department and type in formal form.

Distribute copies of program proposal to all AIT and IST faculty members.

Sept. 15 -30: Hold formal meetings with both faculties to get approval of proposed program.

Oct. 1 -15: Distribute final document to all Consortium members.

Request final approval from Governing Council (or full Consortium if this is wish of members)

Oct. 15 -30: Send program proposal to State Education Department requesting preliminary registration.

Nov. 1 - Dec. 30: Prepare for full implementation of program beginning in spring semester, 1978.

Figure 7

Fall Plans - page 2

Nov. 1 -
Dec. 30: Review all courses presently or potentially involved in CBMS (Competency-Based Media Specialist) program. Recommend course changes, additions, deletions for submission through faculty to University in spring 1978.

Discuss jointly with AIT and IST faculty feasibility of single joint degree.

Develop data gathering system to monitor the results of new program.

Mid-
Jan.: CBMS program in full operation.

Mar. 17: Governing Council convened to review program, to study and
(approx) evaluate information collected to date, and to make recommendations for future course of action.

Figure 7 (continued)

COMPETENCIES FOR THE SCHOOL MEDIA SPECIALIST

Agreed to on May 5, 1977 by the

CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED EDUCATION PROGRAM FOR MEDIA SPECIALIST

Dr. Evelyn H. Daniel
School of Information Studies

Dr. Donald P. Ely
Area of Instructional Technology
School of Education

Syracuse University

ADMINISTRATION FUNCTION. *Administration is the ability to develop and implement media programs which facilitate the achievement of educational goals, including the process of management of the media and human resources. It includes organization management and personnel management.*

1. Establishes goals of the media program.
2. Develops and maintains a long-range plan.
3. Prepares and administers a fiscal plan based on operational needs.
4. Seeks information regarding local, state, and federal policies, standards, legislation, regulations, additional funding sources, and certification.
5. Organizes services to achieve goals.
6. Plans media facilities; allocates and monitors space according to program needs.
7. Assesses the degree to which the operations meet the program goals.
8. Writes job descriptions.
9. Recruits, hires, and terminates personnel.
10. Conducts training for staff.
11. Assigns job responsibilities to specific personnel.
12. Supervises personnel.
13. Maintains job satisfaction of personnel.
14. Evaluates employee performance.

DESIGN AND INSTRUCTION FUNCTION. *Design refers to activities which are performed to create an instructional system whether it be a single class, a unit, or a complete course of study. Instruction refers to the formal presentation of knowledge and/or information to others. This is considered to be perhaps the most important function.*

15. Gathers and analyzes user needs information.
16. Analyzes learner characteristics.
17. Analyzes curriculum in all subject areas.
18. Elicits and clarifies objectives of the teacher and/or learner.
19. Assists in determining teaching/learning strategies and techniques.
20. Considers alternative media formats and recommends most appropriate medium.
21. Recommends alternative learning environments.
22. Evaluates and modifies teaching/learning designs.
23. Conducts in-service media training for teachers.
24. Develops learning programs to assist individuals in using media center materials and equipment.
25. Teaches skills in the retrieval and utilization of information to students and teachers.
26. Provides guidance in reading, listening, and viewing experiences for students and teachers.
27. Provides guidance in the use of reference materials.
28. Provides programs to motivate students to read.

SELECTION OF MEDIA FUNCTION. *The selection of media is the ability to apply basic principles of evaluating and selecting media to support the instructional program.*

29. Develops and implements criteria for evaluating and selecting a variety of materials and equipment.
30. Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.
31. Establishes and administers processes and procedures for preview, evaluation, selection, and acquisition of materials and equipment.
32. Provides teaching and learning resources to support teacher and student objectives.
33. Develops selection policies which meet curricular, informational, and recreational needs and which conform to the appropriate legal requirements.

INFORMATION RETRIEVAL AND LOGISTICS FUNCTION. *Information retrieval refers to the systematic organization of materials for future retrieval. Logistics includes all the support and supply processes necessary to acquire materials, to store them, and to set up systems for circulation, inspection, and maintenance.*

34. Determines classification systems to be used for organizing materials.
35. Determines and implements policies relating classification to storage and retrieval mechanisms.

36. Establishes and evaluates procedures for classifying and cataloging materials and implements them.
37. Determines policies for cataloging of materials.
38. Organizes and maintains accurate and current retrieval mechanisms such as the card catalog and/or book catalog.
39. Organizes and maintains accurate and current accession and inventory records of materials as appropriate.
40. Assesses and implements automated retrieval systems as appropriate.
41. Develops indexes and thesauri for organizing special collections.
42. Compiles and organizes orders for materials and equipment; determines most appropriate source after specific materials or equipment have been identified for purchase or rental.
43. Determines replacement of materials and equipment.
44. Receives and prepares materials for storage and circulation.
45. Determines the most appropriate storage arrangements for all materials.
46. Circulates media and equipment.
47. Conducts inspection of materials and equipment; arranges for maintenance and repair.

PRODUCTION OF MEDIA FUNCTION. *The production of media is the ability to plan, design, and produce materials to supplement those available through other channels.*

48. Operates production equipment.
49. Evaluates, develops criteria, and selects production equipment and supplies.
50. Develops and applies criteria when deciding whether to produce media locally or to buy commercially available media.
51. Produces media for specialized learning objectives utilizing the basic principles of design.
52. Designs production facilities and establishes basic policies for the operation of these facilities.
53. Instructs and supervises others in media design and production.

EVALUATION AND RESEARCH FUNCTION. *Research and evaluation are the ability to interpret and apply recorded research and evaluative data applicable to media programs, and to design and implement studies relative to the media center program when there is an identified need.*

54. Determines the need for conducting research activities to support the goals of the media program.
55. Reviews the literature.
56. Designs and adapts research studies for the development and advancement of the media program.
57. Collects, processes, and analyzes data.
58. Assesses results of research.
59. Disseminates information about research.
60. Develops a plan of assessment and evaluation of the media program based upon stated objectives according to recognized, acceptable standards.

COMMUNICATION AND LEADERSHIP FUNCTION. *Communication defines the highly important responsibility of the media specialist to articulate the goals and objectives of the media program. Leadership is the ability to conceive, synthesize, promote and direct media programs reflecting a commitment to professional ethics.*

61. Plans and implements a public relations program.
62. Provides information about media program to administrators and school board.
63. Communicates with producers and publishers regarding materials and equipment.
64. Establishes regular communication channels between media center personnel and users.
65. Participates as a team member to effect the integration of disciplines.
66. Engages in self-evaluation to identify the areas of need for continuing education and professional growth.
67. Participates in district, county, regional, state, and national organizations.
68. Participates in the development of overall school programs and policies and in the solution of total school problems.
69. Communicates effectively in both written and oral form.
70. Interprets a professional code of ethics to show relationship to a high level of professional conduct.

for more information contact:

Dr. Evelyn H. Daniel
School Media Program Coordinator
113 Euclid Avenue
Syracuse, N.Y. 13210
(315) 423-2911

A SELECTED, ANNOTATED BIBLIOGRAPHY

Our search for a relevant and current list of supportive sources led us first to the general studies of the concept of Competency-Based Education (CBE). The dual demands of accountability for educators and of relevance for educator-preparation programs, as developed and discussed in sources such as Hall and Jones (1976) and Houston and Howsam (1972), gave us further direction. The bibliography included here by no means presents a total survey of the area of CBE; instead we felt that a selection of representative and current works from each of five general areas would provide a cogent and comprehensive view of the field while avoiding redundancy and verbosity.

The first general area represents a theoretical overview of the field of CBE. The discussions of purpose, direction, and strategies presented here underlie the specific programs detailed later. Equally important, these sources provide information about the programs inherent in CBE, in evaluation, in course-structure and credit requirements, in the kind of commitment required of faculty and supervisory staffs, and in providing answers to criticisms of CBE programs. The second section presents the two major lists of competencies and associated skills required of media professionals and a competency-based text, the first of its kind, for preparing media professionals. Section three provides articles relevant to specific issues in CBE. Such aspects as methodologies for evaluation, functions and limitations of behavioral objectives, specific approaches to curriculum design, and specific programs, models, and strategies for competence are discussed in these articles. The fourth section presents a series of readings in evaluation issues and techniques. The final section contains reviews of selected state-wide programs for CBE-oriented programs for preparation of media professionals.

While the bibliography provides a generous overview of the field, certain problems in its development need some discussion at this point. First, a large portion of the materials written about CBE concern teacher-preparation programs; the inclusion of selected articles in this area was believed important, since the concepts of CBE, regardless of the program which incorporates them, remain constant and consistent. Nevertheless, the techniques used and materials developed will need some adjustment before they can be applied to a program for preparing media professionals. Second, the novice status of CBE programs requires constant modification of goals, competencies, strategies, and techniques; descriptions and discussions thus quickly become passé. For this reason, the sources chosen date back no farther than 1969 and approximately half of them are no more than three years old. Moreover, the need for current works, in some cases, mandated the inclusion of reviews of CBE programs that had not yet graduated their first class. Evaluation procedures detailed in those programs are still theoretical. Finally, the demand for CBE programs for media professionals, coming in many cases from state accreditation/certification boards, is necessarily linked to the particular needs of each state. Since review and evaluation of existing criteria and the development of new ones is an on-going process, the process is still highly fluid and tentative. The sources included reflect the uncertainty generated by a developing field. Such uncertainty lends a certain tenuousness to programs described; yet it should not be viewed unfavorably.

The vigor and vitality of any field is expressed in its unwillingness to remain static. The need to grow in relevance and to be responsive to changing demands on and in the field is reflected in the articles included herein.

Part 1. Theoretical Overviews

Andrews, Theodore E. Performance Education: Atlanta or Atlantis. Multistate Consortium on Performance-Based Teacher Education (n.d.).

This publication, directed primarily toward legislators and state education personnel, provides assistance to agencies in the development of PBE programs and policies. Sections 1 ("Atlanta or Atlantis") and 3 ("Management") are of particular interest; Section 1 deals with the problems of centralizing control by means of state-established competencies, criteria levels, and assessment tools. Section 4 discusses the establishment of a state-controlled management system with emphasis on developing, planning materials for, and evaluating programs for both pre-service and in-service teacher education. A humorous note is introduced at the end of the section with the statement of principles derived through participation in a state-wide developmental program for CBE.

Hall, Gene E. and Howard L. Jones. Competency-Based Education: A Process for the Improvement of Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

An essential primer for the neophyte in CBE, this readable, well-documented study of the purposes, goals, and directions of CBE provides a comprehensive overview of the design, implementation, and maintenance of CBE programs in teacher education. Of particular interest are the chapters on a CBE definition (1), assessment of competence (3), faculty and student roles (7), and management (9-10).

Houston, W. Robert, Ed. Exploring Competency-Based Education. Berkeley, California: McCutchan Publishing Corporation, 1974.

A philosophical discussion of the issues, concerns, and criticisms of CBE, this collection of essays provides an intelligent approach to the theory of CBE. Although its focus is primarily toward teacher education, the ideas discussed are equally applicable to media specialist/generalist education. Of particular interest are the sections discussing criticisms of CBE (2), competency evaluations (4), and the role of students in a CBE program (5). Also included in the text is a fairly exhaustive bibliography of readings in CBE ("The Last Relatively Complete Tentative Bibliography on Competency Based Education").

Houston, W. Robert and Robert B. Howsam, Eds. Competency-Based Teacher Education: Progress, Problems, and Prospects. Chicago: Science Research Associates, 1972.

This collection of essays focuses on the importance of ongoing teacher evaluation and competency development and discusses the various stages in the design, implementation, and evaluation of several kinds of CBE programs. Of particular interest is the section concerning the role of consortia in the design of CBE programs.

Spady, William G., "Competency-Based Education: A Bandwagon in Search of a Definition," Social Problems, December 1976.

A general discussion of the concept of, and attendant concerns in implementing, a CBE program. The article discusses the need to avoid the bandwagon approach to adopting CBE programs without considerable thought and preparation: additionally, it presents a fairly detailed yet cogent operational definition of CBE in terms of six critical elements (Outcomes, Time, Instruction, Measurement, Certification, and Program Adaptability), and considers the elements of the social structure of schools as they demand the attention of educational policy makers and personnel.

Part 2. Competencies

Behavioral Requirements Analysis Checklist. Chicago: American Library Association, 1973.

Less detailed and extensive than Jobs in Instructional Media, BRAC presents a list of competency-based job functions and related task statements in brief and highly readable form. Included are sample questionnaires used by the BRAC team to develop the competency lists.

Chisholm, Margaret E. and Donald P. Ely. Media Personnel in Education: A Competency Approach. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

The text identifies the skills and abilities that media professionals in education need, presenting them as 62 competencies within ten functional areas. Each area is presented in terms of an area definition, specific competencies, mastery items, and supportive references and resources. Additionally this pioneering text establishes the philosophical bases for the emergence of a library media specialist capable in managerial, design, research, and instructional skills, rather than in only one or two of these areas.

Certification Model for Professional School Media Personnel. Chicago: American Association of School Librarians, 1976.

The model contains specific guidelines for developing the program design, candidate assessment process, and competency areas. Also included are a study of certification requirements and brief reports of the impact on certification of such organizations as the AASL School Library Manpower Project and the AECT Certification Task Force Report.

Jobs in Instructional Media. Washington, D. C.: Association for Educational Communications and Technology, 1970.

JIM is an exhaustive study of the universe of tasks associated with jobs in instructional media. From a model of the ideal media person, JIM details several specific job functions and the various tasks associated with each function. Included is a detailed study of the process by which functional job analyses produced the lists and categories of tasks.

Part 3. Specific Issues in CBE

Ahlers, Eleanor E. and Jean B. Wieman. School Library Media Supervisor Competencies: A Cyclic Design for Development. Seattle: Washington University School of Librarianship, 1974.

A report of the efforts of a consortium of 18 school library media supervisors, the study develops a competency-based program and guide to the preparation of library media supervisors and develops a variety of competency-based inservice/preservice prototypes.

Aquino, John T. (compiler). Performance-Based Teacher Education: A Source Book. American Association of Colleges for Teacher Education, 1976.

This collection of articles, extracts of books and articles, and abstracts of material on PBTE contains selections on the background and philosophy of PBTE, on issues of specific interest to PBTE, and on the implications of PBTE for the improvement of teaching and learning. Of particular interest are the sections on program design, evaluation and assessment, accountability, and critiques of PBTE.

Bergeson, Clarence, "Accreditation of Educational Media Personnel: A Developmental Look," Audio Visual Instruction, 18(5), 1973, 23-25.

Bergeson's article identifies the task delineated for the committee on accreditation of educational media personnel appointed

by AECT, discusses the core concerns shared with the committee on certification, and discusses recommendations that the committee will make in its final report.

Carruth, James W., "North Carolina Moves Toward Competency-Based Media Preparation Programs," Audio Visual Instruction, 18(5), 1973, 33-34.

The article discusses the reasons underlying North Carolina's decision to move toward CBE in media personnel preparation and identifies levels of certification programs developed by the state.

Christine, Emma Ruth. A Curriculum Outline for Training School Library Media Specialists. Tempe, Arizona: Arizona State University, Department of Educational Technology and Library Science, 1973.

The report contains an outline of courses, together with relevant descriptions, requirements, module topics, and objectives, for the program for school library media specialists for both B. A. and M. A. degrees.

Clegg, Ambrose. Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation. Seattle: College of Education, Seattle University, 1970.

The report details the stages of development of the Experimental Model for Teacher Education which was implemented during 1969-70. Included are the objectives, processes, structures, and recommendations for improvement.

Duncan, Merlin G., "An Assessment of Accountability: The State of the Art," Audio Visual Instruction, 18(5), 1973, 27-30.

Duncan's article defines the newly discovered need for accountability in education and outlines some basic criteria for development of accountability systems. He also identifies some problem areas and pitfalls in creating and implementing accountability programs.

Engle, John. An Approach to Standardizing Human Performance Assessment. Alexandria, Virginia: Human Resources Research Organization, 1970.

Engle discusses the standardization and evaluation of methods of performance assessment, concentrating on two critical areas, task classification system and performance classification system. The paper also suggests areas and directions for future research.

Grady, William F., "Certification of Educational Media Personnel: A Developmental Look," Audio Visual Instruction, 18(5), 1973, 27-32.

A report on the state of investigations into the purposes and procedures of certification, Grady's article defines the questions raised by his committee and indicates the approach taken to answer them. He discusses areas of responsibility for the media professional and presents several charts showing the present state of certification throughout the United States, including requirements for certification and levels of certification in existing programs.

Hamreus, Dale G. and Carl Loring. Media Guidelines Development and Validation of the Criteria for Evaluating Media Training. Monmouth, Oregon: Oregon State System of Higher Education, Teaching Research Division, 1973.

The final report of the Media Guidelines Project which sought to create and validate criteria to assist in planning media training programs, in evaluating media-related training proposals, and in assessing training programs, the report includes the criteria and competencies identified as essential to media training programs.

Hayes, John J. and J. D. DiSanto, "Implementation of Behavioral Objectives in Curriculum Development," Education, 90 (September 1969), 44-48.

The article discusses the relationship of societal values to the identification of educational objectives, the structure of organized knowledge, and its implications for the selection of curriculum content and the nature of the learner. Implications are then drawn for the initiation of curriculum development in a school district.

Howsam, Robert B., "Performance-Based Instruction," Today's Education, 61 (April 1972), 33-40.

This special feature discusses the concept of PBI and its implications for teachers and learners, the concept of Performance-Based Teacher Education (PBTE), and the issues involved in the development and implementation of PBTE programs.

Library Media Specialists' Perceptions of Their Roles and Functions. Alabama A and M University, School of Library Media, 1974.

The report is the result of a survey of 456 school media specialists in the southeastern United States. Conclusions include the belief that media centers are moving toward community centers and that media specialists need more university training.

Martinson, John L., Ed. Media Manpower for the 70's: II. Media Specialist Projects 1970-71. A Report of the Leadership Training Institute. Palo Alto, California: Media Manpower, 1971.

This annual report describes briefly the history of the Leadership Training Institute and its relationship to the Media Specialist Program, and details the current activities of the Media Specialist Programs, including 15 projects funded during 1970-71.

Owens, Mary S., "Evaluation of Teaching Competence by Three Groups of Educators," Journal of Experimental Education, 40 (Winter 1971), 71-82.

The report compares the perceptions of teacher competence within and among three groups of educators (teachers, college supervisors, and public school administrators) as measured by the interview scales of the Instrument for the Observation of Teaching Activities (IOTA).

Prigge, William C., "Certification and Accreditation of Educational Media Personnel: A Frame of Reference," Audio Visual Instruction, 18(5), 1973, 16-21.

Prigge presents a theoretical frame of reference for the work of and definition of the terms used by the task forces on certification and accreditation of AECT. He provides profiles by function of media specialists and technicians in the areas of Media Management, Media Production, and Instructional Program Design.

Standley, Fred L., "Compatibility or Inconsistency: College English Within the Context of Behavioral Objectives," Peabody Journal of Education, 49 (October 1971), 39-48.

Standley discusses the relevance of behavioral objectives in the teaching process, the history of B.O.s and their advantages and disadvantages. Although the report centers on the use of B.O.s in teaching English, the importance of objectives and their relationship to the concept of accountability is stressed.

Webster, William J. and G. K. McLeod, "Empirical Approach to Curriculum Design," Education, 90 (February 1970), 252-260.

The essay describes the PLAN (Program of Learning in Accordance with Needs) data-based system of individualized education, its goals, components, objectives, and development. It also presents a specific approach to individualizing education to meet the needs of individual learners.

Part 4. Issues in Assessment

Caldwell, M. S., "An approach to the assessment of educational planning," Educational Technology, 1968, 5-12.

Part of a series, Caldwell's article provides a framework for the concept of plans assessment and suggests a systematic approach, with illustrative criteria, for implementing a plans assessment. The article details a branching program for the selection process and discusses the function of the selection criteria in plans assessment.

Gephart, W. J., "The Phi Delta Kappa committee's evaluation model: one member's view," Curriculum Theory Network, J. Weiss (ed.). Toronto: The Ontario Institute for Studies in Education, 1972.

Gephart describes the CIPP model for evaluation developed by the Phi Delta Kappa Study on Evaluation. The committee's definition of evaluation is followed by a discussion of the components of the CIPP model, Context evaluation, Input evaluation, Process evaluation, and Product evaluation. The emphasis of the system is on evaluation as a tool for future discussions and its premise is the role of evaluation as a subsystem of an educational system.

Grotelueschen, A. et al. An Evaluation Planner. Urbana, Ill.: University of Illinois Press, 1974.

Although it focuses on evaluation of adult basic education programs, the text is a concise and readable introduction to the strategy of evaluation planning and methodology. After a general conceptual framework, the text delineates the necessary questions an evaluator must ask and focuses on kinds of evidence to be sought, as well as data-gathering, analysis, and reporting techniques.

Grotelueschen, A. and Gooler, D. D., "Evaluation in Curriculum Development." In Curriculum Theory Network, J. Weiss (ed.). Toronto: The Ontario Institute for Studies in Education, 1972.

The article discusses the need for evaluation, during program planning stages, of goals and priorities. The authors stress the importance of providing realistic analyses of goals in terms of concerned audiences, resources, and alternative methodologies. Techniques for assessing goal values are discussed.

Owens, T. R., "Suggested tasks and roles of evaluation specialists in education," Educational Technology, 1968, 4-10.

Owens' article describes generally the eleven programmatic tasks and accompanying operational tasks which comprise the taxonomy of evaluation tasks. After a brief discussion of each, the article describes seven proposed specialist roles, with suggested responsibilities for each. The thrust of the article is toward an overview of the roles of the evaluator in educational assessment.

Popham, W. J. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

The chapters of the text discuss separately major issues and concerns in modern educational evaluation. Chapter 3, "Instructional Objectives and Evaluation," discusses attributes of useful instructional objectives and needs assessment techniques. Chapters 4-8 discuss the measurement issue and chapter 15 presents concerns and concepts in evaluation.

Stake, R. E., "Testing in the evaluation of curriculum development," Review of Educational Research, 38(1), 1968, 77-84.

Stake's article is a review of research on testing in the evaluation of curriculum development. Developed in three sections, the article reports cogently and clearly the important developments in curriculum evaluation through 1968. Section I, Sections, Models and Methodologies, describes classes of evaluation strategies; Section II, Issues in Curriculum Evaluation, discusses three issues particularly relevant to curriculum evaluators; Section III, Evaluation Studies, cites a number of (then) current studies.

TenBrink, T. D. Evaluation: A Practical Guide for Teachers. New York: McGraw-Hill Book Company, 1974.

The text is designed to help pre-service and inservice teachers understand the basic principles of evaluation and to provide them with step-by-step procedures for the evaluation process. Of special interest are chapters 1 and 2, which discuss the principles underlying all evaluation procedures and present a model of the evaluation process.

Stufflebeam, D. L., "Toward a science of educational evaluation," Educational Technology, 1968, 5-12.

The first of a series of papers discussing educational evaluation, Stufflebeam's article presents the rudiments of an evaluation model developed by the Ohio State University Evaluation Center. It provides a general definition of evaluation, briefly discusses

four evaluation stages, and explicates the structure of evaluation design. A concise and readable introduction to the context of program development and to formative and summative evaluation, the article presents an overview of the evaluation structure and process.

Worth, B. R. and Sanders, J. R. Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

The text discusses the development of evaluation models and strategies, beginning with a definition of the concept and continuing with important considerations in planning evaluation studies. Of particular interest are Michael Scriven's "The Methodology of Evaluation," (60-106), Robert Stake's "The Countenance of Educational Evaluation," (106-125), and Gooler and Grotelueschen's "Process Accountability in Curriculum Development," (316-324).

Part 5. Existing CBE Programs

Defining Media Competencies. Project LIBRA: Auburn University (n.d.).

Project LIBRA at Auburn University was one of the programs in the Knapp Foundation School Library Media Project of the American Association of School Librarians. Its entire curriculum is competency-based and is still in the process of evolving its statements of competency and its methods of assessment. Several examples from their Objectives, Content, and Strategies publication illustrate one very good attempt to achieve a competency-based curriculum for media professionals. The one area of ambiguity in these early attempts is in such criterion statements as "Work judged against a prepared model," "Objective measure," and "Observed performance." Unless we know what is in each of these procedures, we know only the proposed method, not the content.

Hamor, W. Clark et al. Oregon Basic Educational Media Now. O. E. M. A. Certification Committee, 1974.

The Oregon Educational Media Association developed a proposal for competency-based certification in that state in 1974. As a comparison between the Auburn and Utah statements, the following excerpt is taken from the Oregon proposal in the area designated as "Selection and Utilization of Educational Media":

> Demonstrate an ability to select and utilize materials and equipment according to the needs of the users, school curriculum, and recognized standards of quality.

A. Demonstrate the ability to evaluate and select educational media based upon established criteria.

1. Given an actual or simulated situation in the selection of educational media in any common format, the media specialist will be able to write and apply:

   a. Standards of technical quality appropriate to the format.
   b. Procedures for determining content accuracy.
   c. Principles relating to the age and macurity levels of the intended users.
   d. Standards of organizational quality appropriate to the format.
   e. Principles relating to the intended curriculum usage.
   f. Principles relating the appropriateness of the format in conveying the content.
   g. Principles of learning theory appropriate to evaluation of the item.

2. Given an actual or simulated situation on the selection of specific items of educational media, the media specialist will be able to specify in writing whether the objectives established by the producer or publisher have been achieved.

3. Given an actual or simulated situation requiring the selection of educational media, the media specialist will be able to list standard selection tools containing information appropriate to the situation.

Guidelines for Media Preparation. Raleigh, North Carolina: Division of Educational Media, State Department of Public Instruction, 1972.

In 1972, the State of North Carolina adopted a set of guidelines for the preparation of media personnel. Graduate level preparation is required for persons who intend to serve as Media Coordinator (Master's degree), Advanced Media Coordinator (a sixth year program), and Media Specialist (a sixth year program). The catalog of competencies required for both the Media Coordinator and the Media Specialist lists the following in the area of "Evaluation and Selection of Media":

a. An awareness of the varied needs of the student being served.
b. An awareness of the organization pattern of the school program and the effect this pattern has on the use of materials.

c. Ability to provide for the curriculum needs of the entire school (system) including the staff.
d. Knowledge of and ability to use selection guides.
e. Ability to identify and apply appropriate criteria for assessing and evaluating materials and equipment in terms of their purported function and the needs of the potential users.
f. Ability to involve the staff and students of the school in the process of evaluation and selection.
g. Ability to maintain a collection free of worn, unattractive, and obsolescent (providing inaccurate information) materials.
h. Knowledge of the content of a broad range of print and audiovisual materials.
i. Ability to coordinate the formulation of a media selection policy.
j. Ability to identify and involve community resources, including people.

Requirements for Instructional Media Endorsements. Utah State Board of Education, 1972.

The State of Utah has moved to a competency-based certification program. Their publication, Requirements for Instructional Media Endorsements, is probably one of the first and most comprehensive attempts to specifically spell out performance and criteria in behavioral terms. Utah offers two levels of media endorsements after completion of a bachelor's degree and the awarding of a teaching certificate. The basic media endorsement can be obtained by demonstrating proficiency in: cataloging and classifying, selection of media, utilization of media, media production, and media administration. The advanced endorsement is comparable to a master's degree in the field and includes, in addition to the areas designated for the basic endorsement, information retrieval and data processing; human relations, leadership and supervision; and communication theory.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
99 Washington Avenue
Albany, New York 12230

November 1975

TEACHER EDUCATION PROGRAM PROPOSALS

Table of Contents

I - Background 1

II - Format for Program Proposals 5

III - Department Review of Proposals . . . 8

IV - Appendices 13

A. Regents' Goals for Elementary, Secondary, and Continuing Education 13
B. Areas of School Service in Which Certificates Are Issued . . 15
C. Illustrative Responsibilities for Program Implementation . . . 17

I - BACKGROUND

The Teacher Education and Certification section of the 1972 Regents' Plan for the Development of Post Secondary Education identifies a specific goal and several underlying convictions regarding the future of the certification of professional personnel for public school service. These statements have broad implications for preparatory programs leading to State certification.

The Regents' goal is:

> To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn.

This goal rests on the conviction that the basis for certification should be demonstrated competence germane to the field of certification rather than total reliance on completion of college courses with the underlying assumption that completion of didactic courses is automatically translated into competent practice. Possession of a State certificate should represent an acceptable level of competence in general background knowledge, subject matter knowledge, and teaching skill.

Another conviction is that the preparation of professional personnel for schools should involve a number of pertinent agencies and individuals including, but not limited to, schools, higher education institutions, professional staffs, and other relevant agencies. The ideal professional training integrates theoretical understanding and clinical experience in a system of mutual correction and reinforcement.

Although educational literature contains many and varied definitions and descriptions of "competence-based teacher education," New York State defines an appropriate program of teacher preparation as one which provides acceptable evidence that through the collaborative efforts of representatives of a college or university, school districts, and professional staffs of school districts, there exist:

A. a conceptualization of the professional to be prepared which rests on an analysis of the roles, responsibilities, and functions of the professional position for which the individual is being prepared;

B. a readily available statement of the skills, knowledge, and, to the extent possible, the attitudes expected of program graduates, stated as explicitly and objectively as possible;

C. a statement of what will be acceptable types of evidence of attainment of the expected skills, knowledge, and attitudes as well as the standards and conditions under which that evidence will be gathered;

D. an instructional program which is congruent with the expected outcomes; and

E. a means by which the program is monitored, evaluated, and modified in response to the evaluation.

Because a competence-based system of teacher education emphasizes demonstration of abilities as a basis for certification, it permits the widest variety in program design, course selection, and patterns of learning experiences.

In the view of the State Education Department, competence-based teacher education is a system which requires that preparatory programs for school personnel explicitly state objectives and standards that must be met by candidates for certification. The State's definition of competence-based teacher education further assumes that teachers-in-training will engage in a flexible instructional program so designed as to allow them to acquire and refine the skills, knowledge, and attitudes necessary to meet the specified criteria for program completion and for certification. The term competence-based teacher education implies that assessment procedures are intimately related to instruction and to learning experiences and that these procedures incorporate and explicate required conditions of performance and levels of mastery.

LEGAL BASIS FOR PROGRAM APPROVAL

Section 80.2 (k) of the Regulations of the Commissioner, reprinted below, serves as the governing regulation for the approval and registration of programs.

> Certification by completion of an approved program of preparation
>
> A teaching certificate may be issued to a candidate who has completed preparation at an institution or institutions having a program for the preparation of teachers or other school personnel registered and/or approved by the State Education Department providing the candidate is recommended for that certificate by the institution or institutions where the program was completed. Programs for which registration is sought will be evaluated according to standards and procedures determined by the Commissioner.

The State Education Department approves, through a process called registration, collegiate programs for preparation and certification of personnel for public school service, and persons recommended by registered colleges are subsequently issued a State certification. Program approval takes place in three stages: preliminary, conditional, and continuing registration. A college seeking to establish a new or significantly revised preparatory program must submit a complete proposal. A satisfactory proposal is given preliminary registration during which persons completing the program may be recommended for certification. During the period of preliminary registration a site visit will be conducted to ascertain the program's eligibility for conditional registration. The final stage, continuing registration, is granted for five years. Proposals submitted for preliminary registration after September 1, 1973, must provide the information requested in the directions which follow.

The proposal format, in accordance with the Regents' Plan, calls for the significant functional involvement of higher education institutions, school districts, and the professional staff of school districts.

The Regents' Plan notes that "the ideal professional training would integrate theoretical understanding and clinical experience in a system of mutual correction and reinforcement." The Plan calls for significant, functional involvement of pertinent agencies. The Department's intent is to reassure the public that theory, academic content, and professional practice are interwoven to ensure both breadth and realism.

Section III of the proposal format states that a description of the agreement between the parties at interest will be used by the Department to identify the necessary involvement. The information which is required does not prescribe how collaboration is to be achieved or verified; the information will indicate what collaboration means in the program being submitted.

By Regulation as well as by tradition, the Department considers the institution of higher education as the primary vehicle for the preparation of professional staff. It is, however, incumbent on the institution of higher education to involve school district administrators and professional staff from the districts in the development of the substance of the proposed program and its implementation.

There are, however, certain responsibilities (admission to the institution, to the teacher education program, and to field experiences; establishing degree requirements; and recommendation of candidates for State certification) which remain the province of the college and cannot be delegated to any other agency or consortium of agencies.

In designing the responsibilities to be carried out in the implementation of the program, the Department recognizes that some of the responsibilities may have implications for the "terms and conditions of employment" of school and collegiate staff. In such instances it is only those agencies legally empowered to negotiate on aspects of "terms and conditions of employment" that may do so within the established procedures. Such implications should be reviewed during the planning stages prior to submission to the Department.

The preparatory program should be comprehensive and should take into account professional preparation as well as special subject matter knowledge. In considering these components of a preparatory program, cognizance should be taken of the published goals for elementary, secondary and continuing education in the public schools

of the State. A copy of the goals statement and the Department's reference to them for preparatory programs is included as Appendix A.

It is desirable for preparatory programs to adapt to the student's background and learning style and to provide opportunities for the student to demonstrate requisite knowledge and ability prior to undertaking specific learning activities. Whenever possible, the program should offer a variety of experiences and instructional modes. Achievement assessment should be made only in those areas where instruction or other appropriate learning activities have been provided; conversely, where instruction is provided, assessment is essential. An up-to-date record of a student's progress should be available to him at any point in the program.

II - FORMAT FOR SUBMISSION OF TEACHER EDUCATION PROGRAM PROPOSALS

Five copies of the proposal should be submitted by the chief executive officer of an institution of higher education* according to the following:

1. If the proposed program is a revision of a currently approved or registered program the proposals should be sent to the Chief, Bureau of Teacher Education, Room 1941, 99 Washington Avenue, Albany, New York 12230.

   Submit separate proposals for separate programs (e.g., secondary school academic subject or subjects, elementary N-6, special subject or subjects, etc.).

2. If the program to be proposed is not a revision of a program currently approved at the submitting institution, a letter of intent should be sent to the Deputy Commissioner for Higher and Professional Education, Room 1910, 99 Washington Avenue, Albany, New York 12230. The letter should give the area and level of certification to be proposed, the degree to which it will lead, a brief description of need for the program, and a projected date of proposal submission.

*The proposal should be submitted by the chief executive officer of the institution or his designee, if such designation has been previously filed in the Division of Teacher Education and Certification. Units of State University of New York are reminded to submit proposals through the central administration of the State University of New York.

Section A - Required Basic Information

1. A cover sheet showing:

   Date proposal submitted
   Name(s) of college(s) or university(s)
   Name(s) of participating public school district(s)
   Title of New York State certificate or certificates
     to be awarded upon completion of this program
     (see Appendix B -- list of authorized certificates)
   Levels of certificate, provisional or permanent
   Degree(s) toward which this program will lead (if appropriate)
   Anticipated date of program implementation
   Anticipated date of program completion by initial entrants

2. A table of contents including page numbers. Any unusual pattern of organization (e.g., insertions, appendices, cross-references) should be explained in the table of contents.

Section B - Program

Listed below are the elements which must be addressed by the proposal. Incomplete proposals will result in delays.

1. A conceptualization of the professional who will be prepared by the program. This is the key factor in program design and should serve as the foundation of the entire program. The conceptualization grows out of an analysis of the position for which the professional is being prepared and should describe departures from traditional roles.

2. Requirements, if any, for entrance into the professional education program. This section should describe the screening techniques and standards which will be used to provide evidence that the knowledge, skills, and, where appropriate, the attitudes deemed necessary for entry into the program have been attained.

3.* List of the skills, knowledge, and, insofar as possible, the attitudes which program participants will be required to demonstrate in order to be recommended for certification. It is important that this listing be congruent with the conceptualization called for in item B.1. above.

4.* Assessment. Provide descriptions of the kinds of evidence which will be used to show that the knowledge and abilities listed in item B.3.,above, have been satisfactorily demonstrated. Assessments should be cross-referenced to the list of skills, knowledge, and attitudes and should address:

a. assessment procedures,
b. conditions under which assessment is conducted, and
c. standards which students must meet.

5. Student Guidance. Describe the system which will be established to collect information regarding student progress. the means by which faculty and students will be apprised of student progress in the program, and the procedures to be used in guiding and advising students.

6. Program Evaluation and Management.

a. Describe the procedures by which information about program effectiveness (i.e., students' and graduates' meeting performance expectations) will be collected and reviewed.

b. Describe the plan for gathering information about the applicability of the required skills, knowledge, and attitudes to a school setting.

c. Describe procedures designed to facilitate program modification as a result of information gained about program effectiveness and applicability.

Section C - Involvement of Pertinent Agencies

Proposals for programs to prepare public school personnel must include evidence that the institution of higher education has involved school district administrators and professional staff of the districts in development of the substance of the program. Acceptable evidence of that involvement is by signature, of those participating in the program's development, to a statement (or individual statements) which:

---

*It is not necessary for the instructional program or its components (course outlines, etc.) to be submitted to meet the requirements of 3 and 4 above; but if it is felt to be of assistance in clarifying the program proposal, such material may be attached as supplementary information.

1. identifies those participating by title and position and describes how participants were chosen.

NOTE: Each agency or group involved in program development must select its own participant.

2. describes the extent and results of the cooperative effort.

NOTE: This aspect of the statement could be met by appending copies of the minutes of the various deliberations.

3. describes the proposed responsibilities to be assumed by district administration, professional staff of the district, and staff of the college or university for program implementation. (See page 4 for restrictions and Appendix C for illustrative responsibilities).

4. describes those aspects of the proposed program which are agreed upon by the participants.

5. describes any reservations the participants may have about the proposed program and the manner in which these reservations may affect implementation.

III - DEPARTMENT REVIEW OF PROPOSALS FOR PROGRAMS LEADING TO CERTIFICATION

Section A - Review Procedure

Upon receipt in the Bureau of Teacher Education, a program proposal is examined for completeness (are all of the requisite elements, listed on pp. 6 and 7, present?) and, if complete, is assigned to be reviewed by a Bureau staff member (other than the one regularly assigned to the college for liaison purposes) and, independently, by a staff member of the Elementary, Secondary, and Continuing Education (ESC) office of the department familiar with the area of certification being proposed. Analyses and recommendations of these reviewers are brought before a panel consisting of the Chief of the Bureau of Teacher Education as chairman, the Bureau's reviewer, the regularly assigned liaison staff member, and a third staff member.

The review panel is a forum where information about the development of the proposal can be shared and agreement reached about the adequacy of the program. The review panel may formally

recommend to the Associate Commissioner for Higher Education that the program be given preliminary registration, or the panel may seek additional information or may request modifications in the proposed program before recommending registration. Notification to the college of registration is accompanied by commentary and suggestions arising from the panel review.

Section B - Criteria for Proposal Review

The staff of the State Education Department will review proposals for professional education programs according to the following criteria:

1. Conceptualization of roles, responsibilities, and functions. The proposal includes a conceptualization of the roles, responsibilities, and functions of the professional position for which persons are to be prepared. That statement makes clear what is expected of the certified professional; it is not limited to a presentation of institutional philosophy.

2. Skills, knowledge and attitudes.

   a. The proposal includes a statement of the skills, knowledge and attitudes which are to be demonstrated by the candidate for certification.

      (1) Each skill, knowledge or attitude is stated explicitly enough that the candidate knows what is expected.

      (2) There is a regular college publication of the required skills, knowledge and attitudes which is known in advance to all prospective teachers, faculty, and involved school district personnel.

      (3) There are identifiable relationships between the conceptualization and the expected skills, knowledge and attitudes.

      (4) There is reasonable evidence that the Regents' goals for elementary, secondary and continuing education have been considered in developing the expected skills, knowledge and attitudes. It is not required that each of these goals be addressed individually.

b. The proposal includes a statement of the criteria for admission to the teacher education curriculum, if any apply. Such criteria must be in harmony with the conceptualization of the role.

3. Assessment statements for the expected skills, knowledge, and attitudes.

a. There are appropriate assessment procedures for each skill, knowledge, and attitude or clusters of skills, knowledge, and attitudes expected of the graduate.

b. Assessment procedures use appropriate measurements of the skills, knowledge, and attitudes to be assessed. (e.g., written tests may be appropriate for assessing academic content knowledge, but human relations skills are assessed, at least partly, in field settings.)

c. Student performance (e.g., criterion-referenced examinations, demonstration of specified skills) rather than completion of a course or other learning experience is the primary measure of attainment of skills, knowledge, and attitudes.

d. Assessment criteria indicate the expected levels of mastery and conditions under which assessment is to be carried out.

e. Mechanisms are included to insure that students are informed in advance regarding the expected levels of mastery and conditions under which assessment is to be carried out.

4. Student Guidance.

The proposal includes a plan for maintaining adequate program and student data for the purpose of student guidance.

The plan provides for reporting current information about what students have done and what additional program requirements need to be satisfied.

5. Program Evaluation.

The proposal includes a plan for monitoring, evaluating, and modifying the program. The plan includes the following elements:

a. Procedures for determining that the skills, knowledge and attitudes required in the program are appropriate to the professional position for which candidates are being prepared.

b. Procedures for determining that the assessments and their standards are appropriate for the skills, knowledge and attitudes which are required in the program.

c. Procedures for continuous modification of the program in keeping with the evaluations which are made.

d. Procedures for collection of information from a variety of sources (e.g., students, graduates, school and college faculty, employers).

e. Title of the individual within the institution of higher education with direct responsibility for collection and analysis of the data.

6. Collaboration.

a. The proposal contains a description of the collaborative efforts among appropriate representatives of the higher education institution, the school district, and the professional staff of the school district.

b. If closure on deliberations was reached, the proposal will include signatures to agreement (or separate signed agreements) with the proposal or a statement of reservations by one or more of the participants.

c. If collaborative efforts break down, the higher education institution may submit the proposal including a statement identifying:

(1) agencies involved

(2) history of collaboration

(3) status of effort at breakdown

Proposals which indicate a serious and reasonable attempt at collaboration will be reviewed. Proposals which reveal an attempt to bypass the required collaboration will be rejected.

Program planners are reminded that:

A. The Department expects that all components of the proposed program will comply with appropriate laws, rules, regulations, and policy.

B. There should be evidence of compliance with State law regarding the teaching of the ill effects of alcohol and drugs (Education Law, Sec. 804, 804a, and 805).

C. Teacher education program staff will be expected to comply with those Department procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness.

D. The final responsibility for both admission to student teaching and recommendation for State certification rests with the institution of higher education.

* * * * * * * *

A set of proposal review guidelines, consistent with the Criteria for Proposal Review (Section III B, above), which are applied by Department staff in evaluating proposals, is available on request from the Bureau of Teacher Education.

APPENDIX B

AREAS OF SCHOOL SERVICE IN WHICH CERTIFICATES ARE ISSUED

All areas of certification offer both provisional and permanent levels of certification except the three marked with an asterisk.

*School District Administrator
*School Administrator and Supervisor
Elementary Teacher, N-6
Elementary Teacher, N-6 and English (7-9)
Elementary Teacher, N-6 and Social Studies (7-9)
Elementary Teacher, N-6 and Foreign Language (7-9)
(Specify French, Spanish, Latin, German
Russian or other language)
Elementary Teacher, N-6 and Mathematics (7-9)
Elementary Teacher, N-6 and General Science (7-9)
Special Education
Deaf
Blind and Visually Handicapped
Speech and Hearing Handicapped
English, 7-12
Social Studies, 7-12
Mathematics, 7-12
French, 7-12
German, 7-12
Latin, 7-12
Russian, 7-12
Spanish, 7-12
Other language, 7-12
Biology, 7-12
Chemistry, 7-12
Physics, 7-12
Earth Science, 7-12
Art
Business Education
Health
Home Economics
Music
Physical Education
Recreation
Speech
Industrial Arts
Agriculture
Business and Distributive Education
Health Occupations
Technical Subjects

AREAS OF SCHOOL SERVICE IN WHICH CERTIFICATES ARE ISSUED

Trade Subjects
Coordinator of Diversified Cooperative Work-Study Program (See Note 1)
Library-Media Specialist
School Nurse Teacher
School Dental Hygiene Teacher
*School Psychologist
School Attendance Teacher
School Counselor
School Social Worker

NOTE:

1. The form of certification for this area is an extension of a valid certificate for teaching industrial arts or an occupational subject.

APPENDIX C

ILLUSTRATIVE RESPONSIBILITIES FOR THE IMPLEMENTATION OF A PREPARATORY PROGRAM IN ACCORD WITH DEPARTMENT GUIDELINES

The statements of responsibilities noted below do not represent minimum standards or criteria against which the Department will judge program proposals. They are illustrative and are provided for the purpose of assisting program planners in developing their own assignment of responsibilities.

Role of the Superintendent of Schools

1. Assume overall responsibility for the school district's involvement in implementing the program.

2. Attend, or be specifically represented, in meetings of the consortium.

3. Keep the board of education and district staff informed of the progress of the program especially as it relates to those portions carried on within the school district.

4. Participate in the evaluation of the program's effectiveness.

5. Advise and assist in the interpretation of the evaluation data.

6. Make recommendations about program modifications in light of the evaluation.

Role of School Principals

1. Assume responsibility for program implementation within the building.

2. Insure that the student is given wide exposure to the total operation of the building, e.g., staff meetings, open houses, school events, parent-teacher conferences, etc.

3. Participate in observation and evaluation of the student's performance.

4. Confer with college personnel about strengths and weaknesses of the program as implemented in the building.

5. Assume responsibility for keeping building staff informed of the program especially as it relates to the activities carried on in the building.

Role of Cooperating Teacher

1. Accept the responsibilities as developed by the consortium for the crucial role.

2. Provide specific and regular feedback to the student as to his or her performance.

3. Maintain the necessary records as to the attainment (or non attainment) of the skills, knowledge and attitudes as specified in the program plan.

4. Meet periodically with the collegiate representatives to discuss the student's performance.

5. Be involved in the evaluation of the student's performance during the field experience.

6. Participate in the evaluation of the program's effectiveness.

Role of the Representative of the Professional Staff to the Consortium

1. Participate in the consortium deliberations as a representative of persons with like professional responsibilities.

2. Keep colleagues informed of program developments.

3. Participate in the evaluation of the program's effectiveness.

4. Advise and assist in the interpretation of the evaluation data.

5. Make recommendations about program modifications in light of the evaluation.

Role of Collegiate Staff

1. Assume overall responsibility for the preparatory program.

2. Attend meetings of the consortium.

3. Insure that students are aware of the skills, knowledge and attitudes expected of them and the assessment standards and criteria.

4. Maintain close contact with persons in the schools involved in program implementation.

5. Insure that the needed instruction is available to aid students to attain the desired skills, knowledge and attitudes.

6. Maintain an effective guidance and management system for the program.

7. Assume final responsibility for: admission to the higher education institution, admission to the field experience, granting of the degree (where appropriate) and recommendation for state certification.

8. Seek the advice and assistance of representatives of school districts and the districts' professional staff.

9. Participate in the evaluation of the program's effectiveness.

10. Insure that appropriate program modifications are made in light of the evaluation.

COMPETENCY-BASED EDUCATIONAL PROGRAM FOR SCHOOL MEDIA SPECIALISTS

INTRODUCTION. This competency-based educational program for school media specialists is described as follows:

Conceptualization of the Media Specialist Professional
Admission Requirements and Procedures
Student Guidance and Assessment Procedures
Program Evaluation Process

It is important to realize that although each element is set out in linear, sequential form for convenience, the whole is inter-related. The brief narrative surrounding the program elements will underline some of these inter-relationships.

CONCEPTUALIZATION OF THE MEDIA PROGRAM PROFESSIONAL

The school media specialist's services to the school community may be divided into several broad areas of responsibility. These responsibilities will, at various times, cast him/her in the role of teacher, consultant, librarian, organizer, leader, designer, or administrator.

The school media specialist is a teacher, who also serves as a consultant. He/she works with other teachers to select, acquire, provide, or design appropriate learning materials and activities. He/she will promote the use of those materials by teachers and learners, evaluate their usefulness, and maintain them for easy retrieval in the future. The school media specialist participates in curriculum development and implementation. He/she must keep abreast of recent developments in the educational field and must facilitate the coming together of materials and teachers, and materials and students. He/she is concerned with helping students develop good study habits and techniques, acquire independence in learning, and gain skill in critical thinking. In addition to guiding students toward the development of an appreciation and enjoyment of reading, the school media specialist assists students directly to help them develop competencies in listening, viewing, reading, and other communication skills, attitudes, and appreciations. He/she has direct responsibility for one of the primary purposes of education -- that of teaching others how to find, use, abstract, translate, synthesize and evaluate information independently. In this regard, the school media specialist is accountable for the development of the library media curriculum which will be used to teach the above skills, appreciations and techniques. Emphasis on the teacher/consultant role must be seen as priority for the school media specialist.

The school media specialist must be expected to assume administrative responsibility for the design of the entire media program -- formulating its philosophy and purposes, establishing policies,

identifying priorities, and continuously evaluating programs. In assuring that the media program is developed to be compatible with the educational thinking of the school, the school media specialist sees to the appropriate involvement of teachers, students, administration and other individuals in the designing of the program. The school media specialist is responsible for the preparation, justification and administration of the media program budget. He/she is responsible for supervision of existing library media facilities, for developing educational specifications for new media facilities, for supervising media personnel and for effective communication with the public.

Although there is a strong leadership component to the administrative role, other leadership activities are essential too. A well-planned public relations program is developed to promote knowledge about and use of the media program. Key decision-makers, such as the board of education and the administration, receive regular communications about the needs and progress of the school media program. Effective communication channels are established between media center personnel and users. As an individual, the school media specialist aims for on-going professional growth through participating in organizations, continuing education, self-evaluation and other similar activities.

The school media specialist plans, organizes, and administers the instructional support services of the school media center. The services include the selection, acquisition, organization, retrieval, and distribution of materials and equipment.

The school media specialist must actively work to identify users' information needs and respond to those needs. Provision of reference services, bibliographic services, and information about resources outside the school are all essential elements of the school media specialist's professional services. Also included would be designing inservice education programs, developing or repackaging the materials for self-instructional use, and determining the effectiveness or validity of instructional materials and sequences.

The school media specialist is an articulate and creative catalyst who brings together people, plans, resources and skills for the development of viable and appropriate programs for teaching and learning.

ADMISSION REQUIREMENTS AND PROCEDURES

The statement below describes the criteria for admission to the school media specialist program. For the first year or more of operation, candidates will matriculate through the School of Information Studies and must be admitted there. Future plans call for a joint degree program or optional admission to either the School of Information Studies for an M. L. S. degree or to the Area of Instructional Technology, School of Education for an M. A. (Ed.) degree.

Criteria for Admission to the Competency-Based Educational Program for School Media Specialists

Candidates for the school media specialist program must meet the following general entrance requirements for the School of Information Studies:

* Bachelor's degree from an accredited institution of higher education
* Undergraduate record satisfactory for admission to the Graduate School
* Combined score approximately 1000 or above on the Aptitude Test of the Graduate Record Exam
* Three satisfactory letters of recommendation
* If possible, a personal interview.

Following admission to the Master's program in Information Studies at Syracuse University, candidates for the school media specialist program must:

** Have a second personal interview
** Demonstrate writing competency.

In addition, the following are prerequisites or corequisites:

*** A broad liberal arts background
*** A minimum of twelve semester hours of education including:
-- 3 hours in educational, child, or adolescent psychology
-- 3 hours in curriculum design and development
-- other appropriate courses
*** Demonstrated teaching competence, either by actual classroom experience or through student teaching.

The interviews, letters of recommendation, and the statement of academic plans on the admission application will be examined for evidence of the following:

**** Enjoyment and competence in working with people
**** Aptitude for management
**** Commitment to work as a media specialist.

STUDENT GUIDANCE AND ASSESSMENT PROCEDURES

The following statement will be distributed to all students at the time of admission to the program. A School Media Program Coordinator has been designated in the School of Information Studies. The Coordinator will initially be the advisor to the majority of students in this program.

Student Guidance Procedures

The advisement of all students interested in the school media specialist program will be coordinated by the School Media Program Coordinator in the School of Information Studies. The student will have an initial interview with an advisor to lay out a tentative program of study tailored to the individual student needs and the program requirements. The student will complete a Program of Study sheet in duplicate -- one copy for the advisor to keep in the student's file and one copy for the student.

During the initial interview, the student will be given 1) a description of the competency-based media specialist program and its philosophy, 2) a list of competencies required, 3) a course-by-competency matrix to assist in the selection of courses, and 4) a student record of competencies achieved. The latter is the basic bookkeeping record. It is to be maintained by the student, examined jointly by the advisor and student at each counselling session, and, at the end of the course of study, turned in with the student's application for certification.

The student has the responsibility to contact his/her advisor before each semester and at any time when changes in his/her course of study must be made. Should the advisor not be available, an appropriate faculty substitute will be provided by the School.

The advisor has the responsibility to collect information throughout the student's course of study as to whether or not the student meets the following affective criteria for recommendation for certification:

** Enjoys working with people
** Has an aptitude for management
** Is committed to work as a school media specialist.

Each student is to be rated on the above criteria by faculty, field supervisors, peers, and the student him/herself. Ratings may be collected by the advisor either formally or informally.

The advisor has the responsibility to advise the student in writing of any problems before the beginning of the semester following the one when difficulties became apparent.

The School Media Program Coordinator must make final recommendation for certification through the School of Information Studies for each of the student candidates based on:

1. Satisfactory achievement of all competencies
2. Satisfactory completion of prerequisites and/or corequisites
3. Satisfactory ratings on affective criteria.

The four documents mentioned which will be given to the student at the first interview include the conceptualization and set of competencies already reproduced above and two others to be described below.

The course-by-competency matrix (see the following pages) provides a selected set of Information Studies and Instructional Technology courses and shows which competencies can be acquired in each course. It is not a complete list of courses and is intended as a guideline only. It should enable the student to select the most appropriate set of courses to meet the competency requirements.

No specific courses will be required. However, it is unlikely that most students will be able to demonstrate competencies without taking certain recommended courses. For example, the following set of courses is highly recommended as an efficient way for a beginning student to achieve all the competencies:

ITE 511	IST 502	IST 612 or 613
ITE 561	IST 503	IST 616
ITE 631	IST 505	
ITE 641	IST 551	

Field work within a school media center is also highly recommended for most students.

In addition to the above, each student will also be given a form, a sample of which appears below, for him/her to keep records of his/her progress throughout the course of study. This form will be used for referral during each counselling session.

Student Record of Competencies Attained

Competency Number	Condition[1]	Demonstration[2]	Level of Competency[3]	Comments
1				
2				
3				
4				
5				
6				
7				
etc.				

COURSE BY COMPETENCY MATRIX

Names of Courses from the Area of Instructional Technology (ITE) and the School of Information Studies (IST) Referred to on the Following Pages

Instructional Technology (ITE)

501 - Introduction to Educational Technology
511 - Media Production
541 - Principles of Instructional Development
561 - Principles of Instruction and Learning
631 - Concepts and Issues in Educational Evaluation

641 - Message Design for Instructional Systems
643 - Computers in Education
675 - Instructional Television
719 - Strategies of Administration in Educational Technology
731 - Techniques in Educational Evaluation

Information Studies (IST)

502 - Reference and Information Services
503 - Organization of Information Resources
505 - Introduction to Nonbook Media Services
506 - Management Principles for Information Services
551 - Gathering and Evaluating Information
552 - Information Systems Analysis

605 - Social Science Information
607 - Governments and Information
611 - School Reference Services
612 - Media for Children
613 - Media for Young Adults
616 - Management of School Media Services

638 - Indexing and Abstracting Systems and Services
641 - Behavior of Information Users
644 - CATV for Users: Information Transfer on the Local Level
657 - Basics of Computerized Retrieval Systems

Note: Relevant courses not listed above include Independent Study (ITE 690, IST 996), Field Work (ITE 670, 920, IST 970), Special or Advanced Topics Courses (ITE 600, 740, 830, IST 640, 660, 670, etc.), and other special seminars or new courses not taught on a regular basis.

COURSE BY COMPETENCY MATRIX

S.U. 10/77

Competency Number	INSTRUCTIONAL TECHNOLOGY (ITE)												INFORMATION STUDIES (IST)																Competency Number
	501	511	541	542	561	631	641	643	675	719	731		502	503	505	506	551	552	605	607	611	612	613	616	638	641	644	657	
1			X							X			X			X		X				X		X					1
2			X							X						X		X						X					2
3										X						X		X						X					3
4			X							X			X	X		X			X	X				X	X				4
5										X			X	X	X	X			X					X	X		X		5
6			X							X					X	X						X		X					6
7			X							X	X		X			X		X	X					X	X		X		7
8										X			X			X			X					X	X				8
9										X						X								X		X			9
10													X			X			X					X	X	X			10
11										X						X								X		X			11
12										X						X								X		X			12
13										X						X								X		X			13
14										X	X		X	X		X	X		X					X	X	X	X		14
15			X	X									X				X	X	X		X	X	X	X			X		15
16			X	X			X						X				X		X		X	X	X	X		X	X		16
17			X	X									X				X		X		X	X	X	X			X		17
18	X		X	X					X				X				X		X		X	X	X			X	X		18
19	X		X	X			X						X						X		X	X	X			X	X		19
20	X		X	X			X						X						X		X	X	X				X		20
21			X	X						X			X						X		X	X	X				X		21
22	X		X	X		X	X				X		X				X		X		X		X				X		22
23									X	X			X						X		X		X			X	X		23
24			X					X	X				X						X		X	X	X			X	X		24
25													X						X		X	X				X	X		25
26													X						X		X	X	X			X	X		26
27													X						X	X	X	X				X	X		27
28													X						X		X	X	X			X	X		28
29	X		X			X					X		X	X	X		X	X	X		X	X	X				X		29
30													X	X	X		X		X		X	X	X				X		30
31	X					X				X			X	X	X		X		X		X	X					X		31
32	X								X				X	X			X		X		X		X				X		32
33													X	X					X	X	X	X	X				X		33
34														X	X				X	X		X		X	X			X	34
35														X	X				X	X					X			X	35

COURSE BY COMPETENCY MATRIX

S.U.
10/77

INSTRUCTIONAL TECHNOLOGY (ITE)

INFORMATION STUDIES (IST)

Competency Number	501	511	541	542	561	631	641	643	675	719	731	502	503	505	506	551	552	605	607	611	612	613	616	638	641	644	657	Competency Number
36													X	X				X	X					X			X	36
37													X	X				X	X					X			X	37
38													X					X						X			X	38
39													X	X				X						X				39
40								X					X					X						X			X	40
41													X					X						X			X	41
42													X	X				X						X			X	42
43														X							X							43
44										X				X					X									44
45										X				X					X		X						X	45
46		X	X							X				X												X		46
47										X				X														47
48	X	X							X					X							X					X		48
49		X							X					X		X	X									X		49
50	X	X							X				X	X				X						X				50
51		X					X		X				X					X						X				51
52				X					X																			52
53									X																X			53
54	X			X		X					X					X	X						X			X		54
55	X				X	X										X	X					X	X			X		55
56				X		X										X	X						X			X		56
57					X	X					X					X	X						X			X		57
58					X	X					X					X							X			X		58
59					X	X				X						X	X					X	X		X	X		59
60	X			X		X					X					X	X						X			X		60
61										X		X			X						X		X	X	X	X		61
62										X		X			X			X					X	X	X	X		62
63										X		X	X					X			X		X	X	X	X		63
64										X		X						X		X		X	X	X	X	X		64
65			X							X		X						X		X		X	X	X	X	X		65
66												X						X					X	X	X			66
67										X		X						X					X	X		X		67
68			X							X		X						X					X	X	X	X		68
69												X						X					X	X	X	X		69
70	X											X			X			X		X	X	X	X	X	X	X		70

66

67

[1]Under what condition was competency attained? Use code below.

EXP = Previous experience. On back of sheet, give competency number and describe experience.
T-- = Regular course. Give course number with affix S for IST course and T for ITE course.
IND = Independent study. On back of sheet, give competency number, title of study and name of faculty supervisor.
INT = Internship. On back of sheet, give competency number and specify where and how.
OTH = Other. On back of sheet, give competency number and specify conditions.

[2]In what manner was competency demonstrated? Use code below.

O-J = On the job
OR = Oral Report
PER = Performance under supervision
SIM = Simulation
P&P = Pencil & paper test
PRO = Class Project

[3]At what level has competency been attained? Use code below.

1 = Feel confident about performance. Proficiency level.
2 = Have had a fair amount of practice. Moderate level.
3 = Have performed once or twice. Basic familiarity.

Throughout the process described above, the role of the advisor is that of a counsellor who makes recommendations, appraises progress, diagnoses needs, gathers information and relays that information to the student as promptly as possible.

PROGRAM EVALUATION PROCESS

The evaluation plan is described below:

Plan for Continuous Monitoring, Evaluating and Modifying the Program

There shall be established a Governing Council to consist of five members and up to five representatives. Of the five members, at least one shall be a practicing media specialist at the building level, another shall be a practicing media specialist at the district or regional level and a third shall be a school administrator. A classroom teacher as a member is also recommended.

There shall be a representative from the State Education Department Bureau of School Libraries on the Council. Faculty and student representatives from Syracuse University in equal proportions from the School of Information Studies and the Area of Instructional Technology shall also serve on the Council.

The maximum number of members and representatives on the Council shall not exceed ten.

The Governing Council shall be initially selected from and by the original Consortium community members to serve for terms of one, two, or three years. Each member shall have the possibility of one consecutive re-appointment. Later appointments of members and representatives shall be made by the School Media Program Coordinator with consultation from the executive boards of the Onondaga-Oswego School Librarians Association (OOSLA) and the Central New York Educational Communications Association (CNYECA) and other relevant associations and with the approval of other Council members.

The Governing Council shall meet at least once a year for an all-day session to review the school media specialist educational program in its entirety. These meetings shall be convened and chaired by the School Media Program Coordinator during October of each year and additionally during March for the first year of the program's operation. The Council will assess the need for additional meetings.

Meetings shall be open and shall be announced through area news media and through local professional associations. Prior to the meetings, the School Media Program Coordinator shall collect information on the effectiveness and efficiency of the present program from a variety of sources (students, graduates, employers, faculty). This information will be examined by the Governing Council.

Should the Governing Council feel major modification is necessary, it may appoint a larger task force to study the matter further and to make recommendations. Minor recommendations for change may be made directly from the Governing Council to the School Media Program Coordinator.

The first Governing Council was elected at the final meeting of the Consortium on May 15, 1977. The five elected members were Pat Mautino, district level media specialist, for a three year term; Walt Schermerhorn, junior high school principal, for a three year term; Connie Gates, building level media specialist, for a three year term; Ursula Hubby, fifth grade teacher, for a two year term; Joyce Everingham, system level supervisor, for a one year term. As there was no specific "educational communications" representative, Tony Mollica was invited to attend the Governing Council meetings as an unofficial participant observer.

The procedures for collecting information about the effectiveness and efficiency of the program are presently the primary responsibility of the School Media Program Coordinator. The initial collection will be informal reactions to the proposed program by School of Information Studies and Area of Instructional Technology faculty and students following formal presentations of the program. The first group of students will be closely monitored during the course of the program and subsequently through the first placement in a professional position. A more formalized and systematic evaluation procedure will be the goal following the first two or three years of operation.

MEMBERS OF THE CONSORTIUM FOR DEVELOPING A COMPETENCY-BASED EDUCATION PROGRAM FOR MEDIA SPECIALISTS

Pauline Atherton, Professor
School of Information Studies
113 Euclid Avenue
Syracuse University
Syracuse, New York 13210
423-4133

Gary Becker, Ed. Com. Director
Fayetteville-Manlius Central Schools
107 Pleasant Street
Manlius, New York 13104
682-9192, ext. 32

Evelyn Daniel, Assoc. Prof.
School of Information Studies
113 Euclid Avenue
Syracuse University
Syracuse, New York 13210
423-3090/2911

William DeLuccia
Educational Media Specialist
Corcoran High School
919 Glenwood Avenue
Syracuse, New York 13207
425-4327

Philip Doughty, Assoc. Prof.
Area of Instructional Tech.
School of Education
104 Huntington Hall
Syracuse University
Syracuse, New York 13210
423-3703

Donald P. Ely, Professor
Area of Instructional Tech.
School of Education
130 Huntington Hall
Syracuse University
Syracuse, New York 13210
423-2153

Joyce Everingham
Assistant in Libraries
Syracuse City Schools
409 West Genesee Street
Syracuse, New York 13202
425-4216

Constance Gates
Library Media Specialist
Tully Junior-Senior High School
Elm Street
Tully, New York 13159
696-8986

Ursula Hubby, Teacher
Elmwood School
1728 South Avenue
Syracuse, New York 13207

Jean Kaley, Media Specialist
Fairmount Elementary School
100 Turner Road
Syracuse, New York 13219

Karen Lally, Ph. D. Student
Area of Instructional Tech.
School of Education - S. U.
Syracuse, New York 13210
423-4142

Patricia Mautino, Director
Curriculum Resource Center
Oswego County BOCES
Mexico, New York 13114
963-7251

Judy Miller, Media Specialist
Danforth Elementary School
220 West Kennedy Street
Syracuse, New York 13205
425-4535

Anthony Mollica, Director
Curriculum Resource Center
Onondaga-Madison BOCES
6820 Thompson Road
Syracuse, New York 13114
437-0247

Consortium Membership - Feb. 23, 1977 - page 2

Carrie Niles, Student
School of Information Studies
7516 Friendly Lane
Tully, New York 13159
696-8613

Burton Ramer
District Superintendent
Board of Cooperative
Educational Services
Oswego County
Mexico, New York 13114
963-7251

Walter Schermerhorn
Principal
Clary Junior High School
4942 South Salina Street
Syracuse, New York 13205
425-4411

Faith Stein, Research Asst.
Area of Instructional Tech.
School of Education
Huntington Hall - S. U.
Syracuse, New York 13210
423-3703

Connie Wisniewski
Administrative Assistant
School of Information Studies
113 Euclid Avenue
Syracuse University
Syracuse, New York 13210
423-2911

Thomas Pierce
Library Media Director
Phoenix Central Schools
400 Volney Street
Phoenix, New York 13135
695-1535

Christine San Jose
Coordinator, Directing Council
West Genesee Teaching Center
Stonehenge Elementary School
Sanderson Road
Camillus, New York 13031
487-4642

Lore Scurrah, Chief
Bureau of School Libraries
The University of the State
of New York
Albany, New York 12224
518 - 474-2424

Ruth Werder
Library Media Specialist
Liverpool High School
Wetzel Road
Liverpool, New York 13088
652-1142